

# Strategies

Just because ELLs can't speak English proficiently doesn't mean they can't think."

Final Questions: 13-15



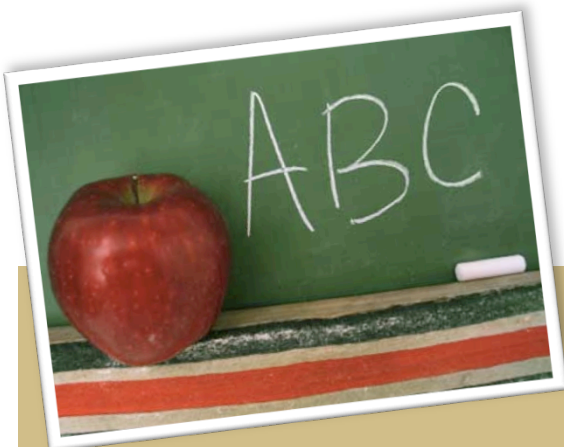
## Strategies Feature Components

- 13. Learning Strategies
- 14. Scaffolding techniques
- 15. Questions or Task that Promote Higher-Order

## The Lesson

### UNIT: Saving Our Planet (5<sup>th</sup> Grade)

Mr. Bokhari, is teaching a reading/language arts unit on Saving Our Planet. The district-adopted reading series is used for most of the instruction for this unit, but teachers are encouraged to supplement the series with relevant trade books when appropriate. For the following two-period lesson, Mr. Bokhari chose a beautiful informational trade book available in multiple copies from the school library. The book titled *Earth From Above For Young Readers* by Yann Arthus-Bertrand and Robert Burleigh (Harry N. Abrams, Inc., Publishers, 2001), includes stunning photographs taken from the air of interesting and beautiful countries around the world, some of which are in ecological danger. A brief and informative description accompanies each photograph.



This lesson is taken from a fifth-grade reading/language arts theme titled Saving the Planet.



The teachers' lessons are designed to address the following state standards for reading comprehension (grade 5):

- Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, about text and support them with textual evidence maps) make information accessible and usable.
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Distinguish facts, supported inferences, and opinions in text.



## Teaching Scenario: Mr. Bokhair

Mr. Bokhari distributed two copies of the trade book to the six table groups, four to five students in each group. His 17 English learners were mixed heterogeneously in the class of 33 students.

- He asked the students, in pairs or triads, to thumb through the book and to use the photos and other textual features (e.g., titles, maps, and illustrations) to predict what these had to do with the unit theme, Saving Our Planet.
- One student in each group was to be the recorder who would jot the group's thoughts, and the other group members were to be ready to explain orally how they came up with their predictions.
- Mr. Bokhari then asked the students to orally report their findings as he wrote them on the white board.
- Next, he asked the table groups to determine which photographs of six countries depicted in the book they would like to read about, three countries for each pair or triad. Once the children made their selections, they orally read the descriptions of their three countries by taking turns.
- Students were then directed to find the most important information in each of the three descriptions and write a three-sentence summary. Mr. Bokhari encouraged the students to make connections between what they had been learning about the planet Earth and what they were going to read in the book.
- Next, the partners and triads read their sentences to each other when their group members had completed the summaries.

During the second day of the lesson, Mr. Bokhari reviewed each group's summaries and then asked the groups to describe their chosen photographs by orally reading their summaries to the other class members. Each group then voted on their favorite photograph in the book, and a spokesperson gave an oral rationale for the group's choice.